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Perception of Teachers on Intercultural Communicative Competence in Teaching of English as Foreign Language (EFL) in Balochistan

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Abstract

The largest of Pakistan's four provinces, Balochistan, covers a territory of 347,190 square kilometers, or 43.6% of the country's total landmass. In comparison to other provinces, it is the smallest and has a clustered population. This study sought to investigate how EFL teachers' levels of training, education, and experience influenced their conceptions of intercultural communication competence (ICC), on the one hand, and how those perceptions affected how they taught culture, on the other in Balochistan. The results showed that regardless of the participants' level of training, education, or experience, there were no appreciable differences in how they perceived the ICC. It was discovered, however, that the teachers' preconceptions of ICC did play a part in how they perceived their own instructional practices. Qualitative analyses further demonstrated the importance of ICC to the majority of EFL teachers. In short, the findings imply that, in light of the growing impact of globalization, language teachers must also teach about culture in order to foster the specific components of intercultural competence.

Introduction

Balochistan and West Pakistan were combined into one region in 1955. Balochistan was one of the 4 new provinces created after the solubilization of One Unit. Because of its abundance of natural resources, including its only intense port at Gwadar and its reserves of oil, coal, gold, copper, and gas, which generate significant earnings for the federal government, Balochistan is indeed a strategically significant province to Pakistan. (Ayaz et al.,2022)

Through globalization, people from different linguistic and cultural backgrounds are brought together. (Chaika et al.,2022); thus, illustrative cases of multicultural communication but also intercultural communication are increasingly being used in daily life by many people. (Sabirjanovna, 2022). Since the beginning of the twenty-first century, intercultural communication skills (ICC) have become increasingly important for teachers of English like a Foreign Language

(EFL) and their ability to use them in communication. According to Iswandari & Ardi (2022), the goal of foreign English language teaching is to facilitate the development of skills and competencies. To prepare the learners for interaction with speakers from different cultural backgrounds, this in turn will serve as a preparatory mediator. As a result, culture teaching is the totality and substantiation of language teaching, making the teaching and learning of languages dependent on both language and culture. (Yuan et al.,2022; To'ifah & Sari, 2022.; Yeh & Heng, 2022.)

The theory and practice of teaching English have changed over the years, and this evolution has included adjustments to the level of proficiency that students need as well as the beginnings of various theories of a linguistic nature. Different social changes had an effect on language teaching methods and attitudes toward learning foreign languages. Over the past two decades, the revolutionary idea of intercultural competence (IC) has emerged in response to the recognition of cultural and social significance in language teaching. A theoretical framework but also useful applications for IC were developed as a result of the research that came after the conception's emergence. The goal of IC development in all areas of education, but especially in EFL, is to foster a greater sense of acceptance and tolerance for other cultures and countries among students. Teaching IC involves introducing students to a variety of practices that call for knowledge, skills, and attitudes, such as critical cultural awareness. Teachers can incorporate these practices into their instruction by promoting cultural and linguistic relativism (To'ifah & Sari, 2022).

Over 2 billion individuals currently use the English language in inner, outer, and growing countries. (Aarts & Meijs,2022).). Additionally, over 80percent of English communication process are not native English speakers. (Komilova, 2022) and significant employers are currently looking for people who can manage the interconnectedness caused by diversity.

We will find out the Perception of teachers on intercultural Communicative Competence in teaching of English as foreign language (EFL) in balochistan. We will also discover the role of intercultural communicative competence To examine the role of teachers in teaching of english as foreign language (EFL) in Balochistan is also our goal.

As many academics and researchers push for the prioritization of ICC and various countries adapt and integrate ICC to their EFL education policies, more research is required to examine English language teachers' incorporation of ICC, particularly in English language classrooms. Understanding teachers' ICC integration strategies is crucial for improving EFL instruction and fostering professional growth. The body of current studies, however, makes it clear that very little has been learned about how teachers incorporate ICC. There is a gap in both the participants and the research design. It is unclear how higher education instructors integrate ICC into their English classes using a qualitative approach. Most of the research that are presently available have a secondary school teacher as their main subject and have heavily relied on quantitative methods.

The purpose of this study was to find out how teachers used ICC to close knowledge gaps. Additionally, it used a qualitative design to gather exhaustive and conclusive data regarding

the main subject of the study. The following research questions were developed in particular:

1. To what extent are teachers integrating ICC?
2. How does ICC fit into the EFL instructors' lessons on purposeful communication?

Literature Review

Theoretical Framework

2.1. Origin and Definitions of Intercultural Communicative Competence

Hymes' (1972) critique and response to Chomsky's (1957, 1969) idea of linguistic competence can be seen as the theoretical leading light of Communicative Competence (CC). According to Chomsky (1969), study of language focuses on a speaker-language hearer's knowledge in a community that is as homogeneous as possible without being influenced by performance factors. Hymes (1972) distinguished communicative competence according to what Chomsky classified, labelling Chomsky's claim as reductionist and explaining language skills as one of the numerous elements of CC. Thus, CC calls for a variety of skills, with sociocultural competence being the most important. These skills include linguistic competence. This idea was addressed two decades later by Byram (1990) & Kramsch (1993), underscoring an understanding of the linguistics and sociopragmatic variants between communities of practise.

At this point, there is a growing demand to move past CC and address the idea of ICC. To this end, Alptekin (2002) criticizes models put forth regarding CC, labelling them as "utopian," "unrealistic," and "constraining," and highlighting the necessity of a new teaching technique to replace the ones currently in use and accommodate English language teaching thru the international and multicultural interaction, the distinguishing feature of which is the creation and incorporation of ICC. ICC reflects the awareness of each other's country, social rules, customs, attitudinal and behavioural habits, religious mores, and boundaries between two interlocutors speaking in different L1s.

ICC is the ability to manage successful communication with interlocutors from various cultural backgrounds (Byram, 2000). The three essential elements that seem to be frequently included in the description of intercultural competence, according to Fantini (2000), are

- (1) the capacity to create and maintain connections,
- (2) the capacity to establish communication that is appropriate and effective with the least amount of loss as well as distortion
- (3) the capacity for compliance and collaboration. Over the years, a number of proposals have been made to advance an alternative CC model that includes intercultural communicative competence. ICC is a multiple-component model that incorporates:

1. Attitudes: readiness to ignore reality in one's own culture and beliefs as well as those of others; openness and curiosity
2. Knowledge of one's own and the other person's country's social groups and their processes, practises, and cultural artefacts.
3. The ability to translate a document into another language for a foreign speaker or to identify connections between documents from different nations
4. The capacity to acquire new information about one's own and other people's cultural practises and phenomena and to implement those acknowledgements, beliefs, and attitudes while working under time constraints.
5. Critical Cultural Recognition: The capacity to assess something critically in light of intracultural and intercultural viewpoints, practises, and outcomes.

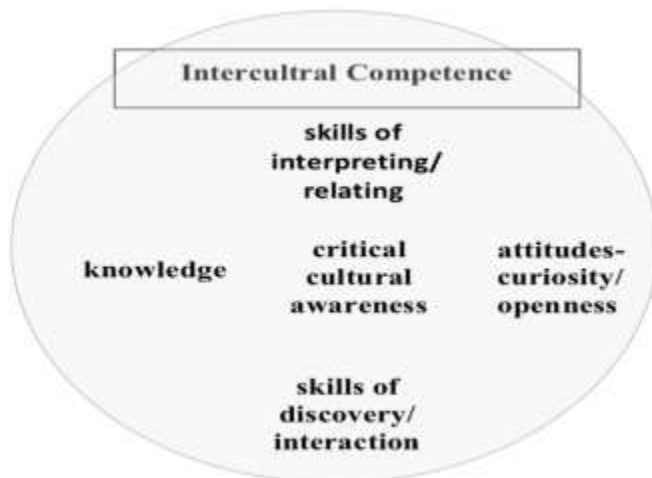


Figure 1: Theoretical framework

ICC, which includes intercultural and communicative competence, has been conceptualized in a variety of ways depending on what constitutes competence (Schlupp, 2022).

According to Tagliatela (2022), ICC is the capacity to develop and uphold relationships with people from other backgrounds in such a foreign language.

As stated by Xie (2022) To be effective at cross-cultural communication, one must be enthusiastic about other cultures, sensitive enough to recognize cultural differences, and willing to change behaviour to show respect for those from other cultures.

According to Zhussupova et al. (2022), EFL teachers' ICC serves as a crucial indicator of their professional roles. In light of the fact that "population mobility is bringing comprehensive cross-cultural interaction among diversified language and cultural communities to an all-time peak in human history," (Iswandari, Ardi,2022).

Makhmudov (2022) provides compelling proof regarding the importance of encouraging intercultural and cultural competence between many teachers and students. However, ICC has only been mentioned in a very small number of studies up to this point.

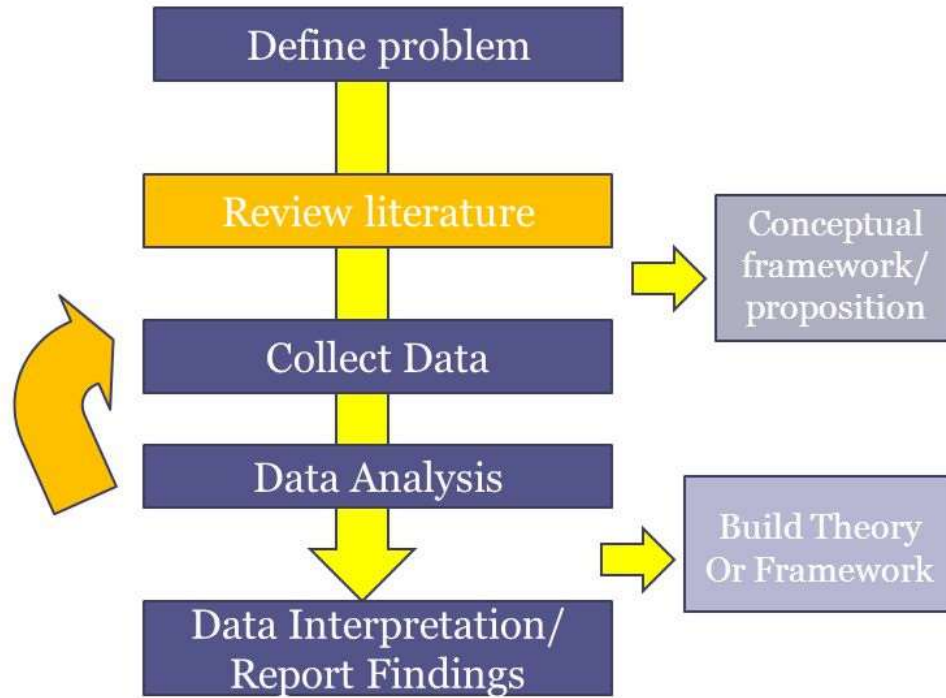
Latif (2022) claimed that, when it comes to the study of languages, intercultural communication has gotten little attention in literature. If we are to keep moving from conjectures about the nature of the concept to a thorough characterization of it, one of the qualities of instructors that must be demonstrated is ICC. By carefully examining the perceptions, responsibilities, and cultural practises of EFL teachers in regards to their level of training, education, and instruction, the current work aims to advance knowledge.

A qualitative research methodology is concerned with determining the hows and whys of the phenomenon being studied (unlike quantitative). As a result, qualitative research is frequently defined as subjective (rather than objective), and results are gathered in a paper form rather than numerically. (Winter et al., 2022).



Procedure:

1. Define problem
2. Review existing literature
3. Collecting relevant data
4. Creating conceptual farmwork
5. Data analysis
6. Build theory or framework
7. Findings



Results and Findings

Table 1: Components of Intercultural Competence

Knowledge	Skills/behaviour	Attitudes/traits
<ul style="list-style-type: none"> • Culture specific and culture general knowledge • Knowledge of self and other • Knowledge of interaction: individual and societal • Insight regarding the ways in which culture affects language and communication <p><i>Savoirs</i></p>	<ul style="list-style-type: none"> • Ability to interpret and relate <i>Savoir-comprendre</i> • Ability to discover and/or interact • Ability to acquire new knowledge and to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction • Metacognitive strategies to direct own learning <i>Savoir-apprendre / savoirs-faire</i> 	<ul style="list-style-type: none"> • Attitude to relativize self and value others • Positive disposition towards learning intercultural competence <i>Savoir-être</i> • General disposition characterized by a critical engagement with the foreign culture under consideration and one's own <i>Savoir-s'engager</i>

Note. Reprinted from Foreign language teachers and intercultural competence:

In this table talks about knowledge, skills/behavior and attitudes are:

Knowledge of one's own culture's norms, values, beliefs, and practices as well as the norms, values, beliefs, and practices of other cultures. Acquiring in-depth awareness of one's own cultural upbringing, prejudices, and preconceived notions, as well as those of other people. Understanding how one's culture shapes one's ability to communicate and interact with others is a key part of this body of knowledge. understanding of the cultural influences on language and communication, including the effects of language and nonverbal communication styles(Hery, 2017).

Saviors: Knowledge of how to interpret and understand cultural differences and similarities, as well as how to interact with people from a variety of cultural backgrounds. Possibility to learn about and engage with new cultures through travel, language study, and other channels. Adaptability to new cultural contexts and the capacity to communicate effectively in the moment are hallmarks of those who excel at real-time communication and interaction. Learning how to learn: using metacognitive strategies like reflecting on one's progress and adjusting one's approach as necessary. To learn how to do something expertly; to have knowledge or skill. willingness to recognize and respect the value of other cultures and perspectives, while also viewing one's own culture in a relative rather than absolute light, thus valuing those cultures and perspectives as much as one value one's own the willingness and eagerness to study new cultures and improve one's own intercultural skills constitutes a positive attitude toward learning intercultural competence.

Savoir-être: Critical and reflective outlook on one's own culture and the cultures of others; the general disposition characterized by a critical engagement with the foreign culture under consideration. Savoir-S'engager is the ability to interact with people of different cultures while maintaining an accepting and nonjudgmental attitude.

Table 2 The Frequency of EFL Teacher Participants Based on their Experience, Education, and Instruction Level

Teaching experience	N	Education	N	Instructional level	N
0-4	48	Diploma / Certificate	19	Elementary	10
5-9	48	Bachelor's	20	Pre-intermediate	25
10-14	14	Master's	67	Intermediate	28
15-19	1	Other majors	5	Upper-intermediate	27
				Advanced	21

The table 2 shows how many years people have been teaching, how much education they have, and how well they can teach. The table has three columns: "Teaching experience," "Education," and "Instructional level." Each column has a different type of information. In the "Teaching experience" column, people are put into groups based on how many years they have been teaching. The years of experience range from 0 to 4 years to more than 15 years. The most people (48) are in the group with 0–4 years of experience, and then another 48 people are in the group with 5–9 years of experience. Only one person in the group has more than 15 years of experience.

In the "Education" column, people are put into groups based on how far they have gone in school. Diploma/Certificate, Bachelor's, Master's, and other majors are the different categories. People with a Master's degree is the most common (67), followed by people with a Bachelor's degree (20). There is only one person in the "Other majors" category.

In the "Instructional level" column, people are put into groups based on how much they can teach. From Elementary to Upper-Intermediate, there are different levels. The most people (28 in total) are in the Intermediate category, and the next most are in the Upper-intermediate category (27 in total). The fewest people are in the Upper-intermediate category, with only five.

Overall, the table shows what kind of education and teaching experience the people in the sample have had, as well as how well they can teach. The data could be used to help make decisions about how to improve teachers' skills, how to design lessons, and how to set education policy (Zahra Khan, Muhammad Akram Mankash, Jehanzeb Khan, 2022).

Table 3: Demographic Information of EFL Teacher Interviewees

Teaching experience	N	Education	Instructional level	N
0-4	3	Master's	Elementary	3
5-9	6		Pre-intermediate	2
10-14	2		Intermediate	3
15-19	1		Upper-intermediate	2
			Advanced	2

The table 3 shows a group's teaching experience, education, and instruction. Each column in the table—"Teaching experience," "Education," and "Instructional level"—contains different

data. Experience ranges from 0-4 years to 15+ years. According to the table, 3 have 0-4 years of teaching experience, 6 have 5-9 years, 2 have 10-14 years, 1 has 15-19 years, and 2 have advanced teaching experience.

The "Education" column classifies people by highest education. The "Instructional level" column classifies people by their teaching ability. Elementary to Upper-intermediate. According to the table, 3 people can teach elementary, 2 pre-intermediate, 3 intermediate, and 2 upper-intermediate.

The table shows the sample's educational background and teaching ability. All sample members have Master's degrees, indicating high education. The instructional level data indicate that most sample members are qualified to teach Intermediate, with a few qualified to teach Elementary, Pre-intermediate, and Upper-Intermediate(Hassan, 2022).

Results of Quantitative Analysis

The second research question was analyzed as follows in an effort to determine if there was a correlation between the teachers' perceptions of ICC and their instructional, educational, and professional backgrounds. Table 4 displays descriptive statistics that show that as teachers' levels of education increase, their average ICC perception does as well. The ratios of skewness and kurtosis over their respective standard errors were within +/- 1.96 with the exception of the pre-intermediate group.

Table 4 Descriptive Statistics for Perception of ICC by Level of Instruction

level		N	Min	Max	Mean	SD	Skewness	Kurtosis		
							Std.Error	Std.Error		
elementary	ICC	10	52.00	80.00	68.40	11.69	-.22	.68	-2.04	1.33
	Valid N(listwise)	10								
pre-intermediate	ICC	25	43.00	83.00	68.40	12.21	-1.37	.46	.88	.90
	Valid N(listwise)	25								
intermediate	ICC	28	49.00	81.00	68.96	10.01	-.74	.44	-.69	.85
	Valid N(listwise)	28								
upper-intermediate	ICC	27	53.00	86.00	73.62	8.13	-.44	.44	.51	.87
	Valid N(listwise)	27								
advanced	ICC	21	65.00	88.00	74.19	7.84	.42	.50	-1.24	.97
	Valid N(listwise)	21								

This table 4 shows language proficiency test statistics by level. Each level has these measures: N (participants), Min, Max, Mean, SD, Skewness, Kurtosis, Std. Error.

The table also shows each level's ICC (Intra-Class Correlation), which measures participant scores' consistency. High ICC values indicate consistency. The elementary and pre-intermediate mean scores are 68.40, and the advanced mean score is 74.19. However, the standard deviation is highest at pre-intermediate (12.21) and lowest at advanced (7.84).

Skewness and Kurtosis measure score distribution. Skewness indicates whether the distribution is symmetrical (close to 0) or skewed to one side (positive or negative skewness). This table shows that elementary and intermediate skewness is negative, indicating a slight leftward skew. The pre-intermediate and advanced levels show a slight rightward skew. In this table, the kurtosis values are all within a normal distribution range (between -2 and 2).

Finally, ICC values range from .46 at the pre-intermediate level to .97 at the advanced level, indicating high participant consistency. This suggests the test accurately measures language proficiency at each level.

Due to the out-of-the-ordinary nature of the data collected from students at the pre-intermediate level, a Kruskal Wallis test was administered to analyze the correlation between education and a student's impression of ICC. Table 5 displays the average ranks of the ICC for each instructional level, with the upper-intermediate level having the highest mean rank and the pre-intermediate level having the lowest (Israelsson, 2016).

Table 5 Instructional Level Mean Ranks

	level	N	Mean Rank
ICC	elementary	10	51.40
	pre-intermediate	25	51.20
	intermediate	28	50.45
	upper-intermediate	27	62.78
	advanced	21	62.60
	Total	111	

This table 5 shows the mean rank scores, ICC values, and total sample size for a language proficiency test at different levels. Higher mean rank scores indicate better performance within each level. μ (62.60).

As mentioned, ICC values indicate participant score consistency within each level. In this table, the ICC values range from .46 at the pre-intermediate level to .97 at the advanced level, indicating high participant consistency (Estaji and Rahimi, 2018).

The sum of all sample sizes is 111.

Table 6 Test Statistics

	ICC
Chi-Square	3.68
df	4
Asymp. Sig.	.45

This table 6 shows the data's ICC and Chi-Square test. The Chi-Square test tests the null hypothesis that the observed and expected frequencies of scores are not significantly different, while the ICC measures participant score consistency. The output does not report the ICC value, so we cannot

determine score consistency. However, the Chi-Square value is 3.68 and df is 4. The Chi-Square test's p-value is .45.

Using an alpha of .05, we can compare the p-value (.45) to alpha. Since .45 is greater than .05. The observed and expected frequencies of scores are not significantly different, so we cannot conclude that the data is inconsistent or unreliable. The non-significant Chi-Square test suggests this output is consistent and reliable (Channa and Panezai, 2019).

Table 7 Descriptive Statistics for Perception of ICC by Level of Education

Education		N	Min	Max	Mean	SD	Skewness	Kurtosis		
							Std. Error	Std. Error		
Certificate	ICC	19	58.00	86.00	74.10	8.32	.18	.52	-.98	1.01
	Valid N(listwise)	19								
Bachelor's	ICC	20	53.00	81.00	72.80	7.95	-1.27	.51	.92	.99
	Valid N(listwise)	20								
Master's	ICC	67	43.00	88.00	69.31	11.13	-.86	.29	.17	.57
	Valid N(listwise)	67								
Other	ICC	5	70.00	83.00	72.60	5.81	2.23	.91	5.00	2.00
	Valid N(listwise)	5								

The table 7 shows descriptive statistics and ICC values for a variable measuring education are presented below, with the data partitioned by education level. For each level, the minimum and maximum values of the variable are displayed in the Min and Max columns, while the mean and standard deviation are displayed in the Mean and SD columns. A symmetricalness and peakiness of the distribution are represented by the Skewness and Kurtosis metrics, respectively. Values for intra-level ICC show how closely participants' scores align with one another. To see how many people have full information at each level, look at the Valid N (listwise) column.

The table shows that the mean scores for Certificate and Bachelor's degrees are very close to one another (74.10 and 72.80), while the mean score for a Master's degree is significantly lower (67.50). (69.31). Despite having a smaller sample size (N=5), the other category has a higher mean score (72.60). Standard deviations tend to stay within a tight band (from 5.81 to 11.13) across different tiers. Small skewness values suggest relatively symmetrical distributions, while the wide range of kurtosis values (-.98 to 5.00) indicates a wide range of peakiness.

ICC values are between .29 and .91, with the highest value (based on a small sample size) found for the other category, followed by the Certificate and Bachelor's levels, and the lowest value found for the Master's level. Therefore, it appears that there is more agreement or consistency between participants' scores at the Certificate, Bachelor's, and other levels than at the Master's level.

The table shows the range of values for the education variable across the levels, as well as the level of agreement or consistency between participants' scores at each level (Language and Ardi, 2022).

Table 8 Educational Mean Ranks

	Education	N	Mean Rank
ICC	Certificate	19	61.37
	Bachelor's	20	62.83
	Master's	67	52.29
	Other	5	58.00
	Total	111	

This table 8 shows the average ranks and ICC values for each education tier. Mean ranks show how participants on average ranked each level, while ICC values measure the consistency or agreement between their scores within each level. In the results, we see that the ICC value of .61 is highest for the Certificate level, followed by the ICC value of .63 for the Bachelor's level. With an ICC of only .52, there is less agreement or consistency between participants' scores at the Master's level. Even though the N-size of the other category's sample is relatively small (N=5), its ICC is .33

Each level's average score is displayed in the mean rank column. As expected, the Bachelor's level has the highest mean rank (62.83), followed by the Certificate level (61.37). The Master's level scores lower than the Bachelor's level, the Professional level, and the Doctoral level. There were only a few entries in the other category used to calculate the mean rank of 58.00 (Talal, 2022).

As a whole, this output indicates that there is greater agreement or consistency between participant scores and higher average scores at the Certificate and Bachelor's levels than at the Master's level. Warning should be exercised, however, because the sample size is smaller for the other category. The ICC Chi-Square is 2.34, with an expected value of 3. 50 percent correct!

Table 9 Kruskal Wallis Test Statistics

	ICC
Chi-Square	2.34
df	3
Asymp. Sig.	.50

The table 9 shows from what you've said, it looks like you're showing the results of a chi-square test of independence that the International Cricket Council did (ICC). Chi-Square = 2.34 is the test statistic, which is based on the frequencies seen in a contingency table. The number of rows and columns in the contingency table tells us that this test has 3 degrees of freedom (df).

If the null hypothesis is true, the Asymp. Sig. value of .50 shows the test's p-value, which is the chance of getting a test statistic as extreme as Chi-Square = 2.34. (i.e., there is no association between the two variables being tested). Since the p-value is greater than .05, we can't reject the null hypothesis. This means that at the 5% significance level, there isn't enough evidence to suggest that the two variables are linked in a significant way (Israelsson, 2016).

Table 10 Descriptive Statistics for Perception of ICC by Experience

Experience		N	Min	Max	Mean	SD	Skewness	Kurtosis		
							Std. Error	Std. Error		
0-4	ICC	48	43.00	86.00	68.31	13.14	-.52	.34	-.90	.67
	Valid N (listwise)	48								
5-9	ICC	48	53.00	88.00	73.37	6.90	-.29	.34	.87	.67
	Valid N (listwise)	48								
10-14	ICC	14	64.00	79.00	71.00	4.03	.86	.59	1.09	1.15
	Valid N (listwise)	14								
15-19	ICC	1	76.00	76.00	76.00
	Valid N (listwise)	1								

The table 10 seems like you're giving a rundown of data for a variable having to do with the level of experience various individuals hold within the International Cricket Council (ICC), with the data split into four categories according to the years of service each individual has had (0-4, 5-9, 10-14, and 15-19). In the first category (those with less than four years of experience), the distribution was as follows: minimum = 43, maximum = 86, mean = 68.31, and standard deviation = 13.14. The data have a slight leftward skew (skewness = -0.52) and a kurtosis 0 (kurtosis = -0.90) indicating a platykurtic distribution (i.e., flatter than a normal distribution). The mean standard error is 1.90 and the variance standard error is 0.92.

The second group consisted of 48 people with a range of experience levels from 5-9 years; their average was 73.37 and their standard deviation was 6.90. The minimum value in this group was 53 and the maximum was 88. Distribution is leptokurtic with a skewness of 0.29 (indicating the data are roughly symmetric) and a kurtosis of 0.87 (above zero) (i.e., more peaked than a normal distribution). Both the mean and the variance have a standard error of 0.99, while the standard error of the standard deviation is 0.47.

With a range from 64 to 79, a mean of 71.00, and a standard deviation of 4.03, the third group (10-14 years of experience) had 14 participants. We can see that the data are slightly skewed to the right because the skewness is positive (0.86), and that the kurtosis is larger than zero (1.09), both of which indicate a leptokurtic distribution. Mean standard deviation error is 1.08 and standard error of the mean is 1.23. Only one person in the age range 15–19 had a score of 76, representing the fourth group. Standard errors, skewness, and kurtosis cannot be computed because there is only one observation. The valid N (listwise) for any given group is always the same as the number of individuals for whom information is available(Hery, 2017).

Data Analysis

There is a significant amount of research that needs to be done in the area of teaching English as a foreign language in Baluchistan, specifically focusing on the perceptions of EFL teachers on intercultural communicative competence. Because the province of Baluchistan in Pakistan has such a diverse cultural and linguistic background, having the ability to communicate effectively across cultural boundaries is an essential skill for EFL teachers. The purpose of this study is to investigate the attitudes held by EFL teachers in Balochistan regarding the importance of

intercultural communicative competence in EFL instruction. Surveys, one-on-one interviews, and/or focus groups with EFL teachers in Balochistan will be used to collect the data for this study. In order to identify patterns and trends in the responses, the data that was collected will be analyzed using the appropriate statistical tools and techniques. The findings of the investigation will offer insights into how English as a Foreign Language (EFL) teachers in Balochistan perceive intercultural communicative competence and the significance of having it in EFL instruction. This study will contribute to the existing literature on intercultural communication in EFL teaching and will help EFL teachers in Balochistan develop their intercultural communicative competence.

Education status in Balochistan

According to Abdul Rauf Baloch, education secretary for Balochistan, "teachers would be tried to recruit through departmental committees." Mr. Baloch said that the government made the decision to hire teachers just on basis of merit when questioned about the lack of openness in the hiring process. In the past, numerous testing agencies recruited teachers in Balochistan. (Anwar et al. ,2022).

ICC Model of learning

ICC is a multiple-component model that incorporates the following:

In addition, Byram's ICC model with its five savoirs can be used to distil what we ought to instruct: (Xie,2022).

ICC Model	
1.	Knowledge: about social classes and the activities, customs, and outcomes of their societies in one's own country and that of the other person
2.	Education: the capacity to critically assess perspectives, practises, and products from both intracultural and intercultural cultures
3.	Attitudes: openness, curiosity, and the ability to put aside one's own and other people's cultures and beliefs

4.	Skills: the capacity to learn new aspects of one's own and another's cultural practises and phenomena as well as to implement those acknowledgements, beliefs, and attitudes while working under time constraints
5.	Learn: the capacity to translate a document into another language or to make connections between documents from different countries

The perception of intercultural communication skills by EFL teachers

The need for increasing ICC awareness is becoming more and more apparent as scholarly attention shifts to the quickly expanding field of English like an International Language (EIL), its own evolving proclivity toward valorizing a means of communication across nationalities and cultures employing the same language as the popular medium, and a potential toward globalization. ICC is acknowledged as a significant predictor of the professional identities of EFL teachers. (Bon, 2022). Scholars and academic papers have shown that ICC and how EFL teachers view it are becoming more popular. The growing agreement that ICC is a fundamental, significant, and frequently disregarded factor that must be taken into account as a determining factor supporting EFL teachers' professionalism has encouraged researchers to elaborate on the teachers' perceptions.

Teachers appear to spend more time towards the teaching of language than that of the teaching of society, despite their intention to do so, according to how they define culture teaching. This was primarily caused by teachers feeling so time-pressed that they became unmotivated to devote more time to teaching culture. Shadiev and Dang (2022), who recommended a model of investigating the ICC through analyzing the email actions of English language learners, consider teaching and facilitating the acquisition of ICC skills to be the core component of any educational curriculum. Similarly, Marwa et al., 2022 consider the integration of intercultural education to be a key component of teacher training programmes in China, particularly beneficial in foreign language classrooms.

Discussion

The first conclusion of this research showed that teachers' perceptions of ICC were generally positive across all levels of classroom instruction, and no group had an advantage in this area. The findings showed no discernible difference between the levels. Practically speaking, no published evidence that focused on differences in teachers' levels of instruction to be contrasted for congruence or incompatibility could be found.

The argument made earlier is further supported by the fact that the higher education system in the study's context does not strictly enforce a stratification of teachers such that an elementary-level teacher runs an advanced-level class in the afternoon. Another theory is that cultural issues can be brought up and discussed in EFL classrooms almost at any level, from elementary to progressed, and are prevalent at all stages, which could be the reason it produced negligible differences between teachers.

Conclusion

Significance of the Study

This study will provide more thorough details regarding how and to what extent teachers implement ICC into their EFL lessons, particularly in courses on communicative purposes. Since teachers are primarily in control of providing instruction, it is essential for the delivery of the programme that these notions are comprehended using their real experiences.

The results of this study can be used to inspire and influence new curriculum english teachers to integrate theoretical and instructional components of ICC into their curricula in order to enhance the incorporation of the ICC structure into language higher education courses. This study can endorse the ASEAN Socio-Cultural Group's call for intercultural communication to be emphasized in school curricula.

From analyzing the results and findings section we conclude that preservice as well as in teachers should be encouraged to become more aware of the concept of ICC by incorporating it into EFL teacher training programmes. Decisions about ICC appear to be better made at the command line rather than micro level in an effort to give teachers and their expertise more voice and value.

We can say that more research is necessary to learn more about how EFL teachers may become aware of and knowledgeable about ICC through their perceptions and practices. This study's

conclusions about how teachers perceive ICC on an educational, academic, and experiential level have not yet been tested for generalizability to other teachers and situations.

Anyone interested in learning what foreign language teachers perceive intercultural competence and also how their viewpoints affect their teaching will find the study's findings interesting. Insights and real-world examples can be adopted and modified by teachers (in-service, new, early-career, and experienced), teacher trainers, curriculum developers, materials and textbook designers, language centres, teacher training educational establishments, and those in charge of policymaking at a macro level.

By explaining to pre-service and also in teachers of foreign languages how they can assist in the development and development of intercultural competence in classes, teacher trainers who develop components for teacher education programmes on a national and global scale must first understand the teachers' perceptions and the purposes why they are in favor of or opposed to intercultural competence teaching.

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